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ABSTRACT

Glassboro State College (New Jersey) has developed an institution-wide comprehensive, coordinated program based on the concept of early provision of quality services and programs to provide students with positive linkages to the institution. Persistence to graduation is the long-term goal of the retention program. Additional goals include increasing minority student enrollment in undergraduate programs, developing social and cultural programming appropriate to a pluralistic society, particularly in residence halls, and developing a learning-friendly campus ethos encouraging integration of minorities and minority-related programming into the mainstream of the college community. The award-winning program offers a variety of services in the campus Academic Advancement Center. Entering freshmen and their parents are introduced to college personnel, programs, and services during a summer orientation program. A freshman summer institute is offered for educationally deficient but capable students. During the freshman year, students are given academic assistance and support through a freshman seminar with formal instruction and followup mentoring. Peer mentoring and peer tutoring, leadership programs, residence hall programming, and cross-cultural awareness events are also offered. The program has succeeded in improving retention rates. Contains 21 references. (Author/MSE)

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The Glassboro State College Retention Program

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

Abstract

Glassboro State College has an institution-wide comprehensive, coordinated program which is based primarily upon the concept of "front-loading" quality services and programs which seek to provide students with a positive linkage to the institution early in their college career. Persistence to graduation is the long-term goal of Glassboro's Retention Program. Within the framework of the long-term goal, Glassboro also set the following goals: 1) increasing minority student enrollment in the undergraduate programs; 2) developing social and cultural programming appropriate to a pluralistic society, particularly in the residence halls; and 4) developing a learning friendly campus ethos which encouraged the integration of minorities and minority-related programming into the mainstream of the college community.

The program, which received a Noel-Levitz Institutional Award in 1989, offers students a "one-stop shopping center" for services in the Glassboro Academic Advancement Center. Entering Freshman students and their parents are introduced to college personnel, programs and services during a summer Freshman Orientation Program. A Freshman Summer Institute is available for students who are educationally deficient but who possess the potential to success.

During the first academic year, freshman are offered assistance and support through the Freshman Seminar which offers

formal instruction sessions in the Fall and provides follow-up mentoring in the Spring Semester.

Peer mentoring and peer tutoring components helped students to get very involved in the teaching learning process. Leadership programs for both majority and minority students encourage students to develop to their full potential. Residence Hall programming and cross-cultural awareness events provides the opportunity for all campus personnel to become more cognizant of the contributions of all groups to this society.

Available statistics reveal that the retention rate for first-time, full-time freshman cohorts have increased dramatically over the past three years. The institution has apparently succeeded in creating a learning friendly campus ethos which encourages students to remain at Glassboro State College.

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Introduction

In his 1985 inaugural address, President Herman James challenged the Glassboro State College community to achieve "new heights of academic excellence." The President cited Glassboro's long history of providing an undergraduate education of high quality to a diverse student body which included students graduating at the top of their high school classes, students who lacked the standard preparation for college work and those who resumed their educational careers after prolonged interruptions. While he lauded the rich diversity of the college's student body, he cautioned that the institution, in striving for excellence, should not lose sight of its commitment to pluralism and access.

The new President and the senior administration identified retention as an institutional priority. Goals for the retention effort included: 1) increasing minority student enrollment in the undergraduate programs; 2) increasing the persistence of minority students to graduation; 3) developing social and cultural programming appropriate to a pluralistic society, particularly in the residence halls; and 4) developing a learning friendly campus ethos which encouraged the integration of minorities and minority-related programming into the mainstream of the college community.

In Fall 1985, the Deputy Provost was assigned responsibility for coordinating the college's retention program and chairing a Minority Student Retention Team whose membership was broadly

representative of campus constituent groups. In April 1986, the Board of Trustees approved a mandatory housing policy which required residential living for the majority of freshmen and sophomore students (Minutes, Glassboro State College Board of Trustees, April 9, 1986). Spearheaded by President James, the new policy was designed to encourage student participation in the academic and cultural life of the campus early in the undergraduate experience. In Fall, 1987, the college's Strategic Planning Committee recommended that retention programming be made a priority goal for the FY88-90 planning cycle. The Strategic Plan, approved by the Board of Trustees in Spring 1987, made student retention a college priority and set a three year time frame for putting retention initiatives into operation.

In the early 1980s, the enrollment and retention of full-time minority students, especially Blacks and Hispanics, had fallen precipitously in New Jersey (Annual Report, 1987, pp. A-22, A-23). Institutions in the public and private sectors were called upon to reverse the trend by identifying barriers to minority access and academic success. In addition, public sector institutions were asked to develop, by January 1, 1987, three-year plans to increase the enrollment, participation and performance levels of minority students. (New Jersey Board of Higher Education, 1986a) A three year Minority Recruitment and Retention Plan, developed by a campus-wide task force in response to the Board of Higher Education initiative, was formally approved by the Glassboro Board of Trustees in September, 1987.

The plan received favorable comment from an external panel of consultants engaged by Chancellor T. Edward Hollander and was cited as a model for the State.

The adoption of a retention initiative as a component of the college's strategic plan, the presence of a retention team and the adoption of a minority recruitment and retention plan caused Glassboro to be well-positioned to respond to a Board of Higher Education mandate to develop a three year retention plan which addressed retention programming for both the majority and minority student. The comprehensive plan was approved by the College's Board of Trustees in May, 1987.

Included in the plan were the President's goals. Tables 1, 2 and 3 reflect the goals which were set globally and by ethnicity for the three-year period and the five-year goals set for the Equal Opportunity Fund/Program.

Other goals for the overall retention plan were:

1) To set a high expectation for the college experience
2) To promote active student involvement on campus and encourage significant relationships with other students and with members of the faculty and professional staff
3) To create a supportive campus climate that integrates minorities and minority-related programming into the mainstream of the college community
4) To develop a system of integrated support services to help students acclimate to the campus environment

Table 1

Retention Percentage Goals 1987-89
Freshman Cohorts

Freshman Cohort	Fall 1988 Percentage Retention	Fall 1989 Percentage Retention	Fall 1990 Percentage Retention	Fall 1991 Percentage Retention	Fall 1992 Percentage Retention	5 Year Grad % Goal
1987	75.3	62	55			40
1988		77	64	57		42
1989			79	66	60	44

Table 2

Ethnic Retention Percentage Goals 1987-89
Freshman Cohorts

Freshman Cohort	Fall 1988 Percentage Retention	Fall 1989 Percentage Retention	Fall 1990 Percentage Retention	Fall 1991 Percentage Retention	Fall 1992 Percentage Retention
1987					
Black	68	50	42		
Hispanic	62	46	35		
White	76	63	56		
1988					
Black		70	52	45	
Hispanic		64	47	37	
White		78	66	59	
1989					
Black			74	57	49
Hispanic			67	52	42
White			80	68	63

Table 3

EOF Retention Goals, FY88-90
Percentage Goals - Students Retained

Year of Entry	88/89	89/90	90/91	91/92	92/93
1987-1988	68%	44%	34%		
1988-89		70%	46%	36%	
1989-1990			74%	50%	40%

5) To identify students experiencing academic difficulty early in the freshman year.

The Office of Institutional Research and Planning was assigned the primary responsibility for the collection of data and for developing a longitudinal tracking system to measure student retention.

The success of the retention program at Glassboro has been greatly enhanced by the institution's capability to obtain grant funding from the Department of Higher Education to supplement institutional resources. A $300,000 grant received in January, 1987 provided for the development of the Glassboro Academic Advancement Center (GAAP), a "one-stop shopping center" for students to access supportive services, e.g., tutoring, counseling, academic advising, etc. More than $500,000 was provided in Challenge Grant funding to develop a Freshman Year Program. For the FY90 academic year, a grant of $33,000 was obtained to deliver a peer mentoring program for incoming freshman Minority Achievement Program (MAP) students. Peer mentors chosen for the program were high achieving students who were originally admitted to the college as EOF or MAP students.

Persistence to graduation is the long-term goal of Glassboro's Retention Program. The program is based primarily upon the concept of "front-loading" quality services and programs which seek to provide students with a positive linkage to the institution early in their college career. A summer orientation and year-long activities assist students to develop relationships

with faculty advisers and staff.

Background

Concern was evidenced in New Jersey about declining enrollment and retention of students in institutions of higher education. When the statistics for enrollment were disaggregated for minorities, particularly Blacks and Hispanic, there was even more concern expressed by the Department of Higher Education. A report released in 1986 revealed that in the period between 1980 to 1985 the total undergraduate Black and Hispanic student enrollment declined by almost 3%. The decline occurred within the context of a decline in overall enrollments of 7%. However, while Hispanic enrollments had risen, the number of Black full-time undergraduate students in New Jersey's colleges and universities declined from 18,366 in 1980 to 14,237 in 1985, a decline of more than 4,000 students or 22%.

Between 1980 and 1985, it was noted that the number of Black full-time first-time freshmen declined from 5,797 to 3,752 students. Hispanic enrollment figures rose 23.2% during the period from 1980 to 1984. Even though there was a net increase of 18.8% from 1980 to 1985, it was noted that there was a decrease of 3.5% in enrollment for Hispanic full-time undergraduates from 1984 to 1985. In comparison to the rates for Blacks and Hispanics, it was noted that the decline in enrollment for all full time undergraduate students was 11.5% during the period between 1980 and 1985.

Also noted in the report was the fact that the college-bound rates for Blacks and Hispanics had decreased. For Blacks, the rate decreased from 46.9% in 1980 to 41.79% in 1985 with the rate of decline for Hispanics reaching 41.8% in 1985.

While there were data available for enrollment rates, the report noted that institutional data on retention in New Jersey colleges and universities was sparse at best. The report cited the fact that there were indications of a retention problem when it was found that while, on average, Blacks account for 12% of the enrollment at senior institutions of higher education, less than 7% received bachelor's degrees. At the community college level, only 8% of associate degrees were awarded to the Black student population which accounted for 14% of the total enrollment.

Even though the data for New Jersey were sparse, there were some data available on a nationwide basis to provide a basic for further defining the problem of retention. Noel and Levitz (1987) reported the results of their nationwide studies conducted to determine attrition rates in institutions of higher education. The investigators asked 944 institutions, "How many of their full-time freshmen who entered in the fall were not enrolled one year later?"

The data for the years 1975, 1976 and 1977 were converted to attrition percentages and revealed that, on the average: at the two-year public institutions, 44 percent of the freshmen were not there in the second year; at the two-year private institutions,

37 percent had left the institution; at the four-year public institutions, the rate was 33 percent and 29 percent at the four-year private institutions. While some of the students transferred to another institution or left because they had completed educational objectives, many just simply left higher education. (Beal and Noel, 1980.)

A secondary analysis of data annually provided to American College Testing Program by all United States colleges and universities was conducted in 1983 (Noel and Levitz, 1987). The overall rate for all types of institutions was 32 percent. Very little change was noted over time from the results of this study conducted in the 1970's.

In response to the perceived problem, Chancellor T. Edward Hollander issued two initiatives. First, he required that colleges and universities in the state develop and implement a three-year plan for the recruitment and retention of minority students, namely Black and Hispanic students. The second initiative called for all colleges and universities to develop and implement a plan for the retention of all students. Glassboro State College responded to both initiatives. In May of 1987, the Board of Trustees approved a Three Year Strategic Plan for Glassboro State College. In September of 1987, the college's final plan for the Recruitment and Retention of Minority Students was approved by the Board.

Description

When Chancellor T. Edward Hollander and the Board of Higher Education set a priority goal to increase minority student representation at the colleges and universities of New Jersey, Glassboro State College was well positioned to accept the challenge. President James and the administration had already made retention an institutional priority. In Fall of 1985, the Deputy Provost was assigned the responsibility for coordinating the College's retention program and for chairing a Minority Student Retention Team broadly representative of campus constituencies.

In April of 1986, the Board of Trustees approved a mandatory housing policy which required residential living for freshmen and sophomore students. (Minutes, Glassboro State College Board of Trustees, April 9, 1986). The new policy was designed to encourage student participation in the academic and cultural life of the campus early in their undergraduate experience. In September of 1986, the College's Strategic Plan Committee recommended that retention programming be made a priority goal for the FY88-90 planning cycle. The Strategic Plan, adopted by the Board of Trustees in June of 1987, made student retention a college priority and set a three-year time frame for putting retention initiatives into place.

When Chancellor Hollander and the Board of Higher Education called upon the entire higher education community to contribute to a comprehensive, statewide effort to address the problem of

declining minority enrollments, Glassboro State College enthusiastically accepted the challenge. A fifteen member Task Force on Minority Student Recruitment and Retention, broadly representative of all areas of the college community, was charged to develop a plan for the college. Under the direction of the present Acting Associate Vice President for Academic Affairs, a plan was developed which provides a framework for Glassboro to address the problem into the 1990's.

The design of the plan necessitated the involvement of virtually all campus components for its success. Faculty, students and staff were afforded the opportunity to attain greater knowledge and sensitivity about the culture of all segments of the College population. The plan also mainstreamed the problem and its solutions in that it (the plan) clearly explicated its relationship with other College programs and projects, e.g., the Challenge Grant, Residence Life Programs, development of plans by academic schools, Freshman Seminar, training for the College employees.

The goals of the Minority Student Recruitment and Retention Plan encompassed both short-term and long-term aims. Activities and timelines for each goal lent to the ease of measuring accomplishments. The utilization of data from the Academic Advancement Center database has facilitated the tracking of students and provided information about the nature of the student body and its persistence pattern. The Institutional Research Office is able to provide data for the assessment of the success

of minority recruitment efforts.

One of the most important features of the plan is the establishment of an Office of Minority Affairs with a Director who had the responsibility of monitoring the progress of the total plan and assessing the progress of the different College programs and activities as they relate to the recruitment and retention of minorities.

A strength of the plan is that it was designed to draw upon community resources, cooperative relationships with other institutions and models of successful minority institution academic programs in implementing the activities. The plan also recognized that it is requisite for the College to be involved with elementary and secondary students at an early age in order to attract them to higher education in general and Glassboro State College in particular.

Finally, the role of the Permanent Working Group has been crucial to the success of the plan. The group, representative of the College Community, has been able to assess the total institutional response and provide input for the President and the Board of Trustees..

When the Board of Higher Education announced a second initiative, retention programming for both the majority and minority student, the institution responded with the development of a second three-year Retention Plan. Developed under the direction of the Deputy Provost, the plan was approved by the Board of Trustees in May of 1987. The plan was deemed to be

comprehensive and in full compliance with State directives.

The principal goals of the College's Retention Program are:

1. To set a high expectation for the college experience.
2. To promote active student involvement on campus and encourage significant relationships with other students and with members of the faculty and professional staff.
3. To create a supportive campus climate that integrates minorities and minority-related programming into the mainstream of the college community.
4. To integrate support sources to help students acclimate to the campus environment.
5. To identify students experiencing academic difficulty early in the freshman year.

The specific program elements which have been implemented in support of these goals are described below.

Academic Success Component

Academic success has proven to be one, if not the most important, factor in student persistence for both the majority and minority students. Glassboro's retention program, therefore, has several components that stress academic achievement.

1. Freshman Orientation

Freshman Orientation, a two-day summer experience for incoming students and their parents first introduced in 1984, promotes high expectation standards. Faculty and staff presenters in general sessions and small group workshops emphasize the importance of academic success. The highly

successful program was included as a component of the College's retention plan because it helps to set high standards of excellence at the beginning of the student's college career.

When Freshman Orientation was first initiated, 500 students and their parents, representing about 50% of the incoming class, attended. That number has steadily increased until, in 1988, 71% of the incoming students were present and 150 members of the faculty and professional staff contributed their time and expertise. Parental attendance was also high. In 1989, the numbers increased to 657 students, 450 parents, with 145 faculty and staff involved. Changes are made annually in the program to keep the offerings current, accommodate the growing number of participants and address the needs of freshmen more efficiently. Freshman Orientation is an important component of a retention program that seeks to set high standards of excellence early in a student's college career.

2. EOF/MAP Pre-Freshman Summer Program

Freshman Orientation is not the only pre-college activity conducted during the summer. Students admitted through two specially funded programs, the Educational Opportunity Fund (EOF) King Scholar Program and the Minority Achievement Program (MAP), receive a more extended introduction to college life and its demands during a six-week residential experience. In the summer program for the EOF and MAP student, the importance of setting and achieving high academic standards is underscored. Students attend college classes, participate in workshops to sharpen their

basic reading, writing and math skills and learn techniques they will need to succeed in college. They become familiar with Glassboro and with the support services available to help them deal with the day-to-day problems that may arise. Students at the Camden Campus attend the summer experience on a commuter basis. Every effort is made to provide comparable offerings to those offered to the residential students on the Main Campus. Like the Freshman Orientation, the summer residential program for EOF and MAP students is designed to help students better understand the academic expectations of the undergraduate experience. We are pleased to report that 126 EOF students and 45 MAP students participated in the College's 1989 pre-Freshman Summer Program.

3. Freshman Seminar

Freshman Seminar, a one-credit elective course, instills in students the importance of maintaining high academic standards, a concept introduced in the summer orientation programs. When first presented in 1984, Freshman Seminar was essentially a guide to survival in college. The course was modified completely in the spring of 1987 to stress the importance of a liberal education in the fulfillment of career and life goals. Accordingly the academic component was built around the enhancement of such lifelong skills as listening, speaking, critical observation, and writing as well as the encouragement of an appreciation for various art forms as a means of human communication. A library orientation was also included to help students sharpen important

research skills necessary for success in academic work and Seminar leaders were encouraged to engage students in independent research. A mentoring component, designed for the spring semester, will be described in the next section.

Three hundred forty-seven freshmen out of an entering class of 866 enrolled in Freshman Seminar in fall, 1989. Twenty-nine sections of the course were offered to maintain a student/faculty ratio of 15:1. Renowned Freshman Experience consultant Jerry Jeweler served as one of the consultants for the training workshop which was offered to Freshman Seminar leaders in the summer. Many of his practical tips, including the use of the lifeline, were incorporated into the instructional sessions. The lifeline gives the instructor and the students an opportunity to share their life events and provides an avenue of communication which might otherwise remain closed. Lesson plans, which were developed by a senior faculty member and presented at one of the training sessions, were tried for the first time and received approval from both faculty and students.

In many ways the Seminar is the linchpin of the retention effort, utilizing the value added approach which has proven to be effective in retaining students. The seminar has proven to be valuable and well received by the academically well prepared student as well as by those who have areas of deficiency. Preliminary data seem to indicate that participation in the seminar has a positive impact on student retention. Additional data will certainly be of value in the continuing debate about

whether or not the seminar will be mandatory.

Student Involvement Component

The literature points also to the importance of student involvement in retention. The second goal of our retention program, therefore, addresses the need to promote active student involvement on campus and insure that there is ample opportunity for students to establish strong bonds with their peers as well as with the faculty and professional staff members. This is especially important on a pluralistic campus where special programs are needed to establish bonds among various ethnic, racial and cultural groups. To that end, the following programs are an integral part of Glassboro's retention program.

1. Mentoring Component, Freshman Seminar

The mentoring component of Freshman Seminar, which continues through the spring semester, encourages interaction between Seminar leader and student. It provides a process for regular contacts between student and instructor in a setting less formal than that of the classroom. It is not easy to assess the success of the mentoring component in isolation since the impact of the program on retention really lies in the quality of the contact between mentor and student. We can only estimate its effect by surveying students at the close of the semester. Students responding to last year's survey indicated that they appreciated knowing a faculty or staff member was available to them throughout their first year at Glassboro. Mentoring is an important component of the revised Freshman Seminar and has

proven to be a positive experience for most students this year. It will be maintained as part of the program and future instructor/mentor training will emphasize those mentoring techniques which seem to be successful in reaching students.

2. PROS and Boro Buddies, **Peer Mentoring**

The mentoring component of the Freshman Seminar is but one of several retention initiatives that foster student involvement in campus life. Two programs sponsored by the Office of the Dean of Students also have this goal. The first of these programs, Peer Referral and Orientation Staff (PROS), is designed as a "reach-out" program to establish bonds between students familiar with the campus and newcomers to campus. Carefully selected upperclass students are trained as paraprofessionals to interact with students, listen to their problems and direct them to the support services they need. Once trained, the PROS meet with incoming freshmen during Orientation and at the beginning of the fall semester in group sessions to establish peer bonds among members of the group. "Boro Buddies", another program with similar purposes, also provides support to the first year student. This group helps students who are not able to attend Freshman Orientation and continues contacts with those who did. On a less formal basis than the PROS, the Boro Buddies provide mentoring for those students who choose to avail themselves of the opportunity.

3. Student Life and Development Programs

The Office of Student Life and Development also plays an

important role in involving Glassboro students in the over 150 varied co- and extracurricular clubs and organizations on campus. Majority and minority faculty and staff members have the opportunity to lend their expertise to help students organize and then to promote participation in the organizations. There has been a steadily increasing interest on the part of faculty and staff to be involved. The Leadership Development Series which was initiated in 1987-1988 continues to be offered for student leaders and those students who are interested in becoming leaders. Varied topics have been offered, including "Effective Goal Setting", "Time Management", "Promoting Successful Programs Through Public Relations," "Women in Leadership Positions."

In 1988-1989, a Minority Leadership Program was initiated to encourage the development of leadership skills and participation in student organizations. The attainment of offices by Minority students indicates the program is working. The Office of Student Life also helps students to design and implement two major annual student events. Particular attention is paid to the needs of the commuting student as well as to the special interests of the minority student.

4. Residence Hall Programs

The retention program recognizes the need for strong linkages between the Freshman Seminar program and those services and facilities that also contribute in a fundamental way to our students' social and intellectual lives. This is especially important given our commitment to a mandatory residence

requirement for non-commuting first and second-year students.

Central to the effort of building a positive social experience on campus is the provision of residence hall and other student life programs. The College's current three-year Strategic Plan (FY88-90) provided a significant amount of money for physical plant and maintenance improvements to insure a safe, clean and attractive environment for our students. As a planning priority, attention has been given to staffing needs in order to maximize the benefits for the incoming freshman student. One of the residence halls was designated a "living/learning center" where students could have access to computers and the staff to assist them. Programming, including presentations on Women's History Month, Black History Month and faculty seminars, is offered in the residence hall lounges. In addition, R.A.s, who are required to assure that a specified number of programs per month are offered, have the responsibility to see that academic topics are complemented by life-coping skills topics, e.g., alcohol and drug abuse, study skills, career assistance seminars. Although the College has made a substantial commitment to the residential experience, the Retention Team recognizes the need for further coordination and integration of the many services and facilities that are involved with student life. An administrative reorganization resulted in a change of the focus of control for residence life this year, producing a need for additional coordination among units. Special efforts have been made to extend services to the commuter student. Programs have

been planned specifically for the commuter students and they have been encouraged to become actively involved in the planning and implementation of the programs. Offering the programs in or near the commuter lounge has proven to be effective in improving attendance at the events. While faculty and staff participation in student life programming has increased, there is still a need to encourage more involvement.

Creation of Learning Friendly Campus Ethos Component

In an effort to sensitize members of the Glassboro community to the needs of a pluralistic campus, the retention program has put initiatives in place to increase understandings about different cultures.

1. Cross-cultural Awareness Programs

Building an academic community that can be shared by students, faculty and staff is a core element of the College's retention program. As we continue to move aggressively to increase the percentage of minority students enrolled in each incoming freshman class, we find that these students often need special assistance in their adjustment to a predominantly white campus. The retention program therefore recognizes the significance of two determinants of attitude change in society, namely the visibility of successful members of minority groups and the importance of providing a forum for discussion. Both factors are embedded in the College's cross-cultural awareness program.

In selecting instructors for Freshman Seminar, every effort

is made to include minority representation. In Fall 1987, of the thirty-one course instructors, twenty were women; ten instructors were minority group members. In Fall, 1989, of the 27 course instructors, 16 were women; ten were minority members. Special guests have been invited to conduct cross-cultural workshops for faculty and staff. The workshops are designed to sensitize participants to the specific needs of minority students on a predominantly white campus. Although it is still noted that the majority of faculty and staff who attend already exhibit sensitivity to the needs of the minority student, there is still benefit to be derived.

The Retention Team has recognized that the student body needs to be drawn more into cross-cultural discussions. Freshman Seminar sessions have included presentation and discussions of "Eyes on the Prize" and a subsequent dialogue with the President of the College on his experiences during the Sixties. Students also are exposed to experiences to provide them with opportunities to learn more about other cultures, experiences which Freshman Seminar leaders are always encouraged to include as part of their course. Consequently, students attend plays, have field trips, e.g., visit a court where a minority is a judge and participate in other events on campus where minorities are featured in leading
roles. During FY90, the Guest Director in the School of Fine and Performing Arts was requested to present "Shades of Black" for both Main and Camden campuses; students from Rutgers Camden and

Camden County College were also invited, thereby providing a different mix of faculty, staff and students to promote cultural awareness. Efforts will continue in this area to provide experiences for both the majority and minority student.

2. School Minority Student Retention Plans

One of the cornerstones of Glassboro's retention program is to provide support for the minority student who may need special assistance in making career choices. Efforts made on behalf of first year minority students have accented the need for follow-up on the part of the College's four academic Schools as these freshmen move on to select their major programs.

The School Retention Plans have been fully developed and provide for faculty involvement to (1) increase the number of minority students attracted to Glassboro and to a particular field or discipline; (2) assist minority students to identify and overcome barriers to academic success; (3) encourage minority students to pursue advanced study. The school plans prominently feature a mentoring component in which faculty take responsibility for tracking the students in their schools and monitoring academic progress. Additional resources provided by the College have enabled the schools to plan particular programs, e.g., a panel of Black Business professionals shared their experiences and provided career information, an experiements which permitted the minority student to observe role models and the majority student to have the opportunity to be exposed to another facet of the culture.

Integration of Student Support Services Component

Student services at Glassboro have been developed over the years as the need arose. It has only been within the past few years and with encouragement from a new administration that the College began to address the need for formal lines of communication and closer cooperation among the offices that provide support services to students. To meet the fourth goal of the retention program, new administrative structures put into place during the 1987-1988 year to help students acclimate more quickly to the campus environment have been refined to assure that the services are delivered in an efficient and effective manner.

1. Academic Advancement Center (AAC)

As Glassboro's undergraduate programs have become more rigorous, structured support services have been needed to help students become academically successful. To this end, academic support services have been moved to a central location on the main campus and have been consolidated in Camden. Reorganized at both locations as Academic Advancement Centers, professional staff work with faculty to identify students who are experiencing academic difficulty and to provide an intensive program of specialized tutorial services, academic advising and career counseling.

The Tutoring Office, for example, provides one-on-one tutoring, academic success workshops, computer-assisted instruction, and supplemental group instruction. Tutoring Office

services are available to any student who requests help, with first priority is given to the EOF/MAP student. Approximately 70 percent of the students seeking assistance are from upper-level classes.

The Career Development Office participates, among other activities, in group academic advising for pre-majors, in addition to sponsoring special projects for helping students select a major. The Career Development staff also work as liaisons with academic Schools to keep them abreast of the latest information on the changing world of careers.

The Testing/Basic Skills Office coordinates all basic skills testing and administers diagnostic tests. A chief function of this office is to target those students "at risk" academically.

Also included within the umbrella of the AAC is the EOF Office, The Office of Special Programs serving the foreign student, the veteran, and the handicapped and a Cooperative Education Program that combines study and paid work experiences for our students.

On December 7, 1989 a conference entitled "Growing Through Change" was held to disseminate information about AAC and its role and function in student retention. Invitations were extended to higher education institutions in a tri-state area. The all-day conference was attended by 70 participants, including students, with 30 additional persons attending the morning session. Keynote speaker was Francine McNairy, Associate Vice President for Academic Affairs, West Chester University who spoke

on "Retention of Culturally Diverse Students: Whose Responsibility Is It?" Sessions gave information about the structure and programs of AAC (See Appendix B). Participant comments and evaluations appeared to validate the worth of AAC in the retention effort.

2. PEER/Mentor Academic Retention Program

In FY90, the Department of Higher Education awarded a grant of $33,000 to implement the Peer-Mentor Academic Retention Program (PAR). The PAR Program services students who are not eligible to be admitted as Economic Opportunity Fund/Program (EOF/P) students. The Peer-Mentors are EOF/P or MAP students who have achieved academic success during their tenure at Glassboro. The program is designed to develop an extensive support system for the students in their first year of college and includes such activities, as the acquisition and practice of active learning strategies, planning and implementing extra-curricular projects, etc., to help the mentorees develop intellectually, creatively and socially.

3. Articulated Programming for the Transfer Student

In an effort to enhance the recruitment and retention of minority transfer students from the two-year community colleges, Glassboro has initiated, with the help of a Department of Higher Education grant, "Project Promist" (Program for Minority Student Transfers). Project Promist provides both an informational service to the community colleges on programs and services available at the four-year colleges and counseling and support

services for minority students who have completed their associate degrees and are attending Glassboro. Forty students participated in Promist in 1987 and 1988. Project PROMIST has been institutionalized and will continue to provide services. In addition, articulation agreements have been signed with six county colleges in the southern New Jersey region--Burlington, Camden, Cumberland, Gloucester, Ocean and Salem--in business administration and in education. These agreements assure that courses taken at the county colleges complement upper division degree requirements in programs where external accrediting bodies impose specific course sequencing. Students are provided a smooth transition at the junior year and, as a result, are more likely to persist and attain the baccalaureate degree.

4. Student Services

The College believes that the quality of student life programming and student support services necessarily complements the academic program by extending learning beyond the classroom. Included here are residence life programs, co-curricular student activities and student counseling services. Student programs and activities have already been discussed. Counseling services and financial aid, which are available to students on a year-round basis, are also an important component of the College's retention program. As in all other phases of our retention effort, we need to develop and refine instruments and procedures to measure support programs and services. At present, the College has implemented the Cooperative Institutional Research Program

(CIRP), which provides global information about entering freshmen. This has proven to be a valuable tool in planning new programs, and will be continued. A new student life and development survey was piloted in 1988-1989 to provide more detailed information about our residential students, both minority and majority. It was anticipated that such a survey together with systematic data from planned student satisfaction, exiting student, and alumni surveys help the College evaluate how effectively it is meeting its retention goals. This is critical also for the continuing development of student support programs. The data began to be available in FY89 and are being refined in FY90.

At this point in the implementation of the retention plan, there is evidence that there is a positive impact upon the retention of students. However, the multi-model approach to intervention makes it difficult to isolate particular components and show a definite cause and effect. The Office of Institutional Research continues to address this issue and, hopefully, during FY90, we may be able to develop definitive data that shows cause and effect, but there are some indicators which support the hypothesis that the services of the AAC create a positive climate that encourages student persistence. Results of EOF survey data indicate that there is continued satisfaction and recognition of the worth of services among the students. The Tutoring Office can report that the majority of students who take advantage of its services receive passing grades. The career

program Discover continues to be used extensively by students.

Identify Students Experiencing Academic Difficulty

The provision of an early-warning referral system to help entering students who are experiencing academic difficulty is a central component of the Glassboro retention program.

1. Astin Inventory

Starting with the 1987-1988 year, all entering students at Glassboro must take the **Astin Inventory**, a measure that has identified the so-called "high risk" student with a fair degree of reliability. The inventory, based on a worksheet developed by Alexander Astin, asks students about their career goals, financial circumstances, study habits, etc. Students scoring above the median on the test are considered "high risk". As an early warning, student scores are sent to the Office of Academic Advising and to the coordinator of Freshman Seminar. Seminar leaders and faculty assigned as "liaisons" to the Office of Academic Advising monitor the academic progress of the "high risk" student and intervene when there is indication of academic difficulty. To date, the **Astin Inventory** has provided useful data about students who may need special support.

2. Interim Academic Progress Report

A companion piece to the **Astin Inventory** is the Interim Academic Progress Report that was also implemented for the first time in the fall of 1987. All faculty who have freshmen in their courses are now asked to complete an "Interim Progress Report" at the sixth week of classes in the fall and in the spring

semesters. Faculty note those freshmen who in their judgement are doing less than "C" work. The report is then sent by the Registrar to the student, to the department advisor if the student has declared a major and to the Office of Academic Advising. It is the responsibility of the Office of Academic Advising to contact each student who is doing less than "C" work and, with the assistance of faculty assigned to the office, to provide individualized counseling to freshmen who have two or more notations. For those students receiving one notation that they are in danger of failing, a letter is sent asking that the student contact the professor. Statistics for fall 1987 revealed that 33.7% of the freshman class received one or more notations. In fall 1988, 200 students received one or more notations. Warnings were discussed by Freshman Seminar Leaders and faculty liaisons in Academic Advising. Under the intrusive advising system instituted in spring 1989, students who are identified as "students in trouble" through the interim academic progress report receive priority for contact and counseling by academic advisors, faculty liaisons and Freshmen Seminar Leaders. Anecdotal comments of students indicate that they have received essential help before they fail a course.

The adoption of a retention initiative as an integral part of the College's Strategic Plan was accompanied by the annual allocation of institutional funds to support the program. Glassboro also received grants from the Department of Higher Education to improve minority retention, to develop a Freshman

Year Program and to restructure support services so that a student could access the services in one central location. A three-year grant of $300,000 was awarded in January of 1987 to develop and implement the project, "Glassboro Academic Advancement Center: A Change Agent Model for Student Persistence." Under Challenge Grant funding, more than $500,000 was obtained to develop the Freshman Year Program and to provide other services for faculty, staff and students. Tutoring, cultural awareness experiences, in-service training and materials is being made available to complement other retention activities.

Accomplishments

Persistence to graduation is the long-term goal of Glassboro's Retention Plan; a well-structured first-year college experience is the program design for achieving this goal. Information now available indicates that the plan is sound and is producing the desired results. The Middle States Accrediting Team noted that "The retention effort at Glassboro appears to be an all-College activity rather than the usual separate and disconnected approach that exists on many campuses." Another indicator of success is the fact that Glassboro was one of 18 colleges and universities to be awarded the Noel Levitz Retention Excellence Award; it was one of four nationwide to receive an institutional award. Data available from the retention tracking system, a major component of the retention plan, reveal that the number of Glassboro first-time full-time freshmen re-enrolling for their second year is increasing. Table 4 presents the data on re-enrollment of all full-time freshmen into the second year increased from 76.4% for the Fall 1987 cohort to 76.5% for the Fall 1988 cohort (Table 2). The data become more important when it is noted that the rate for the Fall 1986 cohort, students enrolled prior to the initiation of the retention plan, was 73.4%.

While the re-enrollment rates of "regular admit" freshmen have increased in all ethnic categories, Table 5 shows that the re-enrollment rates of regular admit Black students have increased dramatically. Almost 91% of the regular admit Black

Table 4

Re-enrollment Rates Into the Second Year of Study
By First-Time Full-Time Freshmen Cohorts
Fall 1986, Fall 1987 and Fall 1988

Cohort	N	Re-enrolled 2nd year
Total		
Fall 1986	1013	73.4%
Fall 1987	1094	76.4%
Fall 1988	1032	76.5%

Table 5

Re-enrollment Rates Into the Second Year of Study
Fall 1986, Fall 1987 and Fall 1988
Freshman Cohorts by Regular Admit
First-Time Full-Time Freshmen

	Regular Admit		
Regular admit			
Black	55.6%	72.2%	90.9%
Hispanic	66.7%	80.0%	72.7%
White	77.2%	78.2%	80.0%

students in the Fall 1988 cohort returned to the College in Fall 1989, an increase of 35.3% over the rate reported for the Fall 1986 cohort. The rate for Hispanic students increased by 6% while the rate for the White population rose by nearly 3%. Although we are unable, at this time, to link success directly to a particular program-intervention, the available data do seem to indicate that the retention plan at Glassboro is successfully meeting its objective of increasing student persistence.

Faculty and staff continue to be involved in retention plan activities and to express satisfaction with the varying activities.

Recommendations

The Glassboro State College Retention Team which has the responsibility for monitoring the success of the Retention Program is pleased with the progress that has been attained to date but recognizes that the task is not completed. Recommendations include a concern for the future but also emphasize that the past activities must be continued and strengthened where needed.

Recommendation

1. The College must achieve institutionalization of the programs which have been funded to support the retention effort.
2. The Retention Team must continue to monitor the components that are in place to ensure that there is a continuation of activities which have proven to be effective.
3. Academic school plans, which are primarily minority recruitment and retention plans, should be integrated more fully into the overall retention plans.
4. The Retention Team must conduct an on-going study of the data related to retention generated by the Office of Institutional Research and Planning and make recommendations for the employment of appropriate approaches and strategies.
5. The Retention Team must continue its efforts to inform and involve the total institution in the retention effort.
6. While the overall rate for minority students retention has

increased dramatically, the College must increase its efforts to retain the EOF student.

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